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ABSTRACT

This study evaluated the performance of beginning teachers who graduated from an urban regional state university. The strengths and weaknesses of the beginning teachers are compared across groups of individuals and through the use of different types of data-gathering procedures. The results of the performance of a sample of beginning teachers on the Florida Performance Measurement System was compared with principals' perceptions of beginning teachers' strengths and weaknesses and with the beginning teachers' own perceptions. The ratings on the generic teaching competencies by principals and beginning teachers were also compared. A congruence was found across groups and types of instruments identifying management of conduct as a problem area. There was shared agreement on the major strengths of the beginning teachers, with communication and human relation skills listed as strengths by both groups. (Author)

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Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.

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Abstract

The purpose of the study was to evaluate the performance of beginning teachers who graduated from an urban regional state university by using mixed methodology and divergent types of data gathering procedures. The strengths and weaknesses of the beginning teachers are compared across groups of individuals and types of data gathering procedures. The results of the performance of a sample of beginning teachers on the Florida Performance Measurement System was compared with principals and beginning teachers perceptions of their strengths and weaknesses. The ratings on the generic teaching competencies by principals and beginning teachers were also compared. There was a congruence across groups and types of instruments identifying that management of conduct was a problems area. There were shared agreement on the major strengths of the beginning teachers with communication and human relation skills listed as strengths by both groups.

There has been considerable interest recently in the academic preparation of teachers and the need for accountability by teacher training institutions. Both state, regional, and professional accrediting agencies mandate the follow-up of graduates. This information is typically used for guiding program revision and improvement.

Most states have now implemented programs to promote performance standards necessary for good teaching and to help beginning teachers make the transition to their first year of teaching. In Florida, the Beginning Teacher Program was instituted in 1982 as a prerequisite for certification to teach in the state. During the fist year of full-time teaching, applicants are subjected to comprehensive observation to verify their teaching competence. Teams consisting of a peer teacher, principal, and another professional educator assist candidates throughout the process, providing coaching and other guidance, based upon data collected through formal observations as well as from a portfolio of materials developed by the applicant. Candidates are also evaluated by the principal using the Florida Performance Measurement System.

NCATE standards call for teacher training institutions to evaluate the effectiveness of their programs as well as to seek diagnostic information on what is working and what is not working. The reform movement has advocated many types of changes in the preparation of teachers but has placed little emphasis on evaluating what is good and what works. Research on teacher education is more crucial than ever today if the profession is to address these issues.

There has been a debate within the profession about which of methodology bewst provides us the types of information educators need for intelligent decision making. Currently, many researchers and evaluators advocate mixed methods and divergent approaches to study critical problems in education. The present study reflects that diversity of approach to data gathering.

The purpose of this study was to evaluate the performance of beginning teachers who graduated from an urban regional state university by using mixed methodology ann divergent types of data gathering procedures. The strengths and weaknesses of the beginning teacher are compared across groups of individuals and types of data gathering procedures.

Method

The subjects were beginning teachers from the University of North Florida, an urban state university serving the northeast Florida area. The sources of data described below were used for comparative purposes in this study.

One hundred thirty-four graudates of the urban state university were hired by school districts within the state of Florida during the 1988-89 school year. For 40 of these graduates the Bureau of Teacher Education provided the university feedback from observation instruments developed as a part of the Florida Performance Measurement System (FPMS). No information was provide on how these teachers were selected and or was responsible for the observation.

In addition to this data provided by the Bureau of Teacher Education, the following sources were analyzed. Seventy-three principals were willing to provide ratings of the beginning teacher's competencies. Twenty-eight graduates who were beginning teachers were willing to provide self- ratings of their teaching competencies and evaluate their strengths and weaknesses.

The following instruments were used, the Florida Performance Rating System (FPMS), and the Beginning Teacher Survey. The FPMS is an observational schedule which is completed by a trained observer. The scale requires the observer to look for indicators of effective teaching in four domains, Management of Conduct, Organization and Development, Subject Presentation, and Communication. The schedule also includes 21 ineffective indicators also found in there four domains (See Table 1).

The Beginning Teacher Survey was completed by the beginning teachers and their principals. The scale consisted of the list of the 27 generic competencies identified by the state as needed by teachers. The principals were asked to rate the beginning teachers on each of the competencies on a five point scales, from (1) low to (5) high. The beginning teachers were also asked to rate themselves on the same scales.

Principals were asked to identify the major strengths as well as the major weaknesses of the beginning teachers. There were also asked two other questions. One was in what ways the university could

be of assistance in working with beginning teachers. The second was in what way the university should improve their preservice training of teachers. Beginning teachers were also asked similar questions.

Results

The profile of the mean Standard Scores of the 40 beginning teachers on the FPMS is presented in Table 2. The results are in Standard Scores with a Fixed Mean of 2.00 and a Standard Deviation of .50. It should be noted that high scores indicate better performance for both effective and ineffective indicators.

Two domains show graduates'scores to be above the mean: Communication and Development. The Communication Domain effective indicators are: Emphasizes Important Points, Expresses Enthusiasm, Verbally Challenges Students and Uses Body Behavior that Shows Interests--Smiles, Gestures. The Development domain includes: Questions: Single Factual, and Questions: Requires Analysis/Reasons, Recognizes Responses/ Amplifies/Gives Corrective Feedback, Gives Specific Academic Praise.

For two domains graduates' scores fellwere 1/2 SD or more below the means: Management of Conduct, and Organization. The indicators for Management of Conduct are: Stops Misconduct and Maintains Instructional Momentum. The Indicators for Organization are: Begins Instruction Promptly, Handles Materials in an Orderly Manner, Orients Students to Classwork/Maintains Academic Focus, Conducts Beginning/Ending Review, Gives Directions/Assigns/Checks Comprehension of Homework, Seatwork Assignments/Gives Feedback and Circulates and Assists Students.

The ratings of the principals of the beginning teachers and the beginning teachers' self-ratings on the 27 generic competencies are reported in Table 3. There was only one item in which there was a significant difference between the self-ratings of the beginning teachers and that of the principals--item 14: "Recognizes overt signs of severe emotional distress in students and demonstrates awareness of the appropriate intervention and referral procedures." Principals rated the beginning teachers higher than the beginning teachers rated themselves on this item.

Both groups tended to rate the same competencies as high. The principals and beginning teachers rated Competency # 2: "Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic, and economic groups," as the highest competency followed closely by Competency #15: "Communicates effectively using verbal and nonverbal skills." Both also agreed on Competency #3: "Arranges and manages the physical environment to facilitate instruction and ensure student" as one of the top five competencies.

There was also agreement as to the lowest competencies. Both groups rated Competency #27: "Uses computers in education" as the lowest and Competency #5 "Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures."

There were marked differences in how the two groups viewed Competency #14: "Uses class time efficiently." Principals rated this as the third highest competency of the beginning teachers as in contrast to the beginning teachers' perception of it as the next to the lowest.

The content themes showing what the principals and beginning teachers identified as the beginning teachers' major strengths and listed in Table 4. The major strength of beginning teachers, as observed by principals, was the beginning teachers' human relations skills (concern for students, ability to establish rapport, and empathy). The second most mentioned strength was the professionalism of the beginning teachers. The third highest mentioned were the instructional management and organizational skills of the beginning teachers. Fourth were the personal qualities (creativity, maturity, flexibility, open-mindedness) of the teachers. The strengths mentioned least by the principals were discipline/classroom control/management and knowledge of content/subject matter.

Beginning teachers also mentioned most frequently their human relation skills and their instructional organization and management skills, but downplayed their professionalism and cooperativeness. They mentioned their ability to discipline and manage their classrooms as a strength more often than did the principals.

Theperceived weaknesses of the beginning teachers are reported in Table 5. The most frequently cited problem, identified by both principals and beginning teachers was classroom management and discipline. Both agreed also on the second problem area--

instructional organization and management. Neither principals nor beginning teacher listed any weaknesses related to cooperation or human relations skills. Personality and personal characteristics so identified rather than creativity, maturity, and flexibility dealt primarily with lack of self-confidence and self-esteem.

Discussion

In general, there is a congruence across groups and types of instruments identifying that management of conduct as a problem area. All data-- both observations on the FPMS, and the principals' and beginning teachers' ratings identify this as a problems area. The ratings given to Competency #8 by both the principals and beginning teachers also support this program need.

In addition to classroom management, organization is rated low on the FPMS and is also identified as a weak area by both beginning teachers and principals. Both groups also rate the beginning teachers low on the generic competences dealing with organizational aspects of instructional management.

There is shared agreement on the major strengths of the beginning teachers with communication and human relation skills listed and rated as strengths by both groups. Development and Presentation Skills are also perceived positively by all groups and across the different instruments.

Even though there may be questions about the representativeness as well as the size of the sample in the study, the different approaches provide an interesting and probably fairly accurate portrait of the beginning teacher graduates of this institution.

Table 1

Florida Performance Measurement System Indicators

Effective Indicators	Ineffective Indicators
Domain 3 Organization	
Begins instruction promptly	Delays
Handles material in an orderly manner	Does not organize or handle material systematically
Orients students to classwork/ Maintains academic focus	Allows talk/Activity unrelated to subject
Conducts beginning/Ending review	Extends discourse, changes topic with no practice
Provides for practice	Gives inadequate directions on homework/No feedback
Gives directions/Assigns/Checks comprehension of homework, seatwork assignments/Gives feedback	Remains at desk/Circulates inadequately
Circulates and assists students	
Domain 3 Development	
Questions:Single factual	Allows unison response
Questions:Requires analysis/ reasons	Poses multiple questions asked as one
Recognizes response/Amplifies/ Gives corrective feedback	Poses nonacademic questions/ Nonacademic procedural questions

Gives specific academic praise	Ignores student or response/ Expresses sarcasm, disgust, harshness
	Uses general, nonspecific praise
Domain 4 Subject Presentation	
Treats concepts-definition/ Attributes/Examples/Nonexamples	Gives definitions or examples
Applies law or principles	Discusses either cause or effect only/Uses no linking words
States and applies academic rule	Does not state or does not apply academic rule
Develops criteria and evidence for value judgment	States value judgment with no criteria or evidence
Domain 5 Communication	
Emphasizes important points	Uses vague/Scramble discourse
Expresses enthusiasm verbally/ Challenges students	Uses loud-grating, high pitched monotone, inaudible talk
Uses body behavior that shows interest-Smiles, gestures	Frowns, deadpan or lethargic
Domain 2 Management of Conduct	
Stops misconduct	Delays desist/Doesn't stop misconduct/desists punitively
Maintains instructional momentum	Loses momentum-fragments nonacademic directions, overdwells

Table 2

Mean Standard Scores on the Florida Performance Measurement System

Domains	Effective Score	Ineffective Score
Domain 3 Organization	1.65	2.23
Domain 3 Development	2.06	1.90
Domain 4 Subject Presentation	2.04	2.18
Domain 5 Communication	2.13	2.07
Domain 2 Management of Conduct	1.75	2.10

Table 3

Ratings of Generic Competencies of Beginning Teachers

Competency	Beginning Teachers		Principals	
	M	SD	M	SD
1. Applies knowledge of physical, social, and academic development patterns and of individual differences, to meet the instructional needs of all students in the classroom	4.17	0.76	3.89	0.88
2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic, and economic groups	4.46	0.71	4.25	0.91
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety	4.40	0.65	4.18	0.87
4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.	4.23	0.76	3.86	0.83

5. Recognizes signs of alcohol and drug abuse in students	3.58	0.93	3.70	0.79
6. Recognizes the overt physical and behavioral indicators of child abuse and neglect	3.62	0.85	3.91	0.86
7. Formulates a standard for student behavior in the classroom	4.27	0.92	4.10	0.93
8. Deals with misconduct, interruptions, intrusions, & digressions in ways that promote instructional momentum	4.11	0.95	4.03	1.03
9. Determines the entry level knowledge & skills of students for as given set of instructional objectives using diagnostic tests, teacher observations, and student records.	3.85	0.83	3.94	0.82
10. Identifies long-range goals for a given subject area.	3.96	0.77	3.94	0.87
11. Constructs and sequences related short-range objectives for a given subject area	3.81	0.85	4.04	0.84
12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives & student learning needs	4.27	0.78	4.07	0.82

13. Selects/develops and sequences learning activities that are appropriate to instructional objectives & student needs	4.27	0.60	4.08	0.80
14. Uses class time efficiently	3.85	0.83	4.19	0.92
15. Communicates effectively using verbal and non-verbal skills	4.46	0.71	4.23	0.84
16. Creates and maintains academic focus using verbal,non-verbal and/ or visual motivational devices	4.19	0.85	4.03	0.91
17. Presents forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge	4.08	0.69	3.97	0.77
18. Presents directions appropriate for carrying out an instructional activity	4.19	0.85	4.13	0.90
19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques	4.27	0.67	4.11	0.87
20. Provides appropriate practice to promote learning and retention	4.08	0.93	4.14	0.79
21. Relates to students' verbal communication in ways that encourages participation	4.27	0.72	3.99	0.95

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22. Uses feedback procedures that give information to students about the appropriateness of their responses	4.19	0.75		3.97	0.84	
23. Conducts reviews of subject matter	4.23	0.76		4.07	0.82	
24. Constructs or assembles classroom tests and tasks to measure student achievement or objectives	4.16	0.69		4.03	0.79	
25. Establishes a testing environment in which students can validly demonstrate their knowledge and/or skills and receive adequate information about the quality of their test performance	4.32	0.69		4.01	0.79	
26. Utilizes an effective system	4.19	1.10		4.18	0.80	
27. Utilizes computers in	3.36	1.42		3.58	0.59	

Table 4

Strengths of Beginning Teachers Identified from Comments

Theme	Principals	Beginning Teachers
Communication Skills	9.8%	4.0%
Discipline/Classroom Mgm	5.7%	16.0%
Knowledge of Content/Subject	3.3%	2.0%
Professional Attitude	18.0%	8.0%
Human Relation Skills	18.9%	16.0%
Instructional Org/Mgm	15.6%	16.0%
Cooperation	7.4%	2.0%
Diagnosis/Identifes Needs	5.7%	12.0%
Teaching Skills	3.3%	12.0%
Personality Factors	12.3%	12.0%

Table 5

Weaknesses of Beginning Teachers Identified from Comments

Themes	Principals	Beginning Teachers
Communication	8.2%	3.6%
Discipline/Classroom Mgm	19.7%	32.1%
Knowledge of Subject/Subject	3.2%	14.3%
Professionalism	3.2%	0.0%
Instructional Org. & Mgm.	16.4%	25.0%
Human Relation Skills	0.0%	0.0%
Cooperation	0.0%	0.0%
Diagnosis/Identifies Needs	2.3%	3.6%
Teaching Skills	3.3%	7.1%
Personality Characteristics	8.2%	3.6%
Lack of Experience	11.5%	10.7%

Beginning Teachers' Perception of Their Strengths

Student Question 1: What did you find were your major strengths during your first year of teaching?

*I was organized and well aware of what my responsibilities were. I also exhibited good communication skills.

*I had many ideas for behavior modification programs.

*Rapport with students, knowledge of subject matter, willingness to try a wide variety of methods to convey knowledge of subject matter.

*High expectations resulted in significant academic improvement of my students. Consistency in respect to rules/consequences promoted effective classroom management.

*Motivation of the students seemed to come easy. By creating class projects and interesting individual projects students were interested.

*I can maintain discipline. I know my subject area. Can I teach well? I do well when observed with the FPMS instrument.

*Relating to students in potential crisis situations.

*Organization and withitness.

*Classroom management, lesson organization and presentation.

*Verbal skills. Life experience, I am 42. Strong desire to teach. Home and respect for students.

*My flexibility! This is anew program and it took flexibility to <u>just</u> cope with the daily changes in the classroom environment and program regulations!

*I am receptive to new ideas and am flexible in my teaching techniques. I also try to make learning interesting and enjoyable... this is due to a high level of energy. My excitement of a subject is conveyed to my class.

*Perseverance and tolerance.

*Behavior management and classroom organization. I was also well prepared to write IEP (Individualized Education Plans)

*Formulating and carrying out lesson plans. Testing for entrance levels of students. Sequencing lessons.

*Arrangement of material, presentation of material, testing.

*Meeting the students' challenge head on with imagination for discipline. Being very well-prepared in the classroom with subject matter/knowledge. Working well with other staff (in school and out). Being pliable regarding lesson plans or the upset of a schedule (able to adapt). Organized and well-planned.

*Classroom management, organization proper grouping of students, immediate feedback on assignments before students leave.

*I want to teach. In order to be very effective you must want and love your job. I also love all kids! I work well with low students and first year teachers usually get a bunch of them.

*Maturity, ability to relate

*To develop and manage a behavior program, planning lessons.

*Student communication--very positive environment for the students to feel comfortable in.

*Organization

*ability to construct a motivating and stimulating learning environment. Able to effectively integrate subjects. Able to create interesting lessons to appeal to the different learning styles.

* The ability to adjust the material to the students level.

Beginning Teachers' Perceptions of Their Weaknesses

Student Question 2: What did you find were your major weaknesses during your first year of teaching?

*Consistency and following through in behavior programs. Knowing when to draw the line.

*Management of time.

*Sequencing of activities during reading groups and time allotted for each group (never enough) seemed to perpetuate a feeling of incompetence on my part.

*I learned alot this year about how to deal with parents and the importance of constant contact!

*Sometimes I went too fast. Questioning techniques need improvement.

*Classroom management.

*Control/management

*IMS recording (Duval Co. Public School) and pacing of instructional material. (I found myself going too slow).

*Lack of a peer teacher. This is a private school and we were limited. However, the principal has been very supportive.

*Lack of familiarity with the curriculum.

*I've had some difficulty in judgment calls, and I feel this stems from a very "trusting" attitude, however, I believe this will improve with experience.

*Organization. It was difficult to do all of the paperwork, testing, writing lesson plans, correcting papers, keeping up with my gradebook on ad infinitum.

*Record keeping and some method for teaching (Science, Health, and Social Studies). The process of closing out the year was a day to day struggle because of lack of information.

*Discipline procedures--how to handle EH and "repeating" bad behaviors which interfere with lessons.

*Discipline--learned "ojt" quickly, but not enough to deter certain patterns from developing.

*Discipline--I felt I was "thrown to the wolves" without being adequately prepared. Tendency to be lenient (NOT gullible, but lenient).

*Stressing to students for good behavior in my class and regular classroom also. Making reading more exciting.

*Computer training--We were trained some what--but not on the type of computers in our schools. We need a computer methods course.

*Lack of experience in dealing with today's teenagers.

*My lack of tolerance for lazy people and a schedule that is disrupted.

*Organization in the areas of record keeping and 9 weeks summative periods.

*Lack of preparation my out of field position E.H.!!

*Ability to deal with classroom interruptions. Ability to effectively manage time.

*Grading/paperwork.

Principals' Perception

of

Strengths of Beginning Teacher

Question 1: What were the major strengths of the candidate?

*Flexibility, fortitude, communication skills, professional attitude

*Human relations, presentation of subject matter, and communication skills.

*Student counseling

*Discipline, working with individuals

*Subject matter knowledge (social studies), role model

*Well organized, able to follow lesson plans from manual, punctual, has good rapport with children

*Academic knowledge, desire to do well

*Enthusiasm, Organization, presentation of subject matter

*Sarah is very aware of individual student's strengths and weaknesses and provides appropriate materials to meet those needs.

*Her willingness to be successful.

*Teaching skills, warmth and compassion for children

*Very cooperative with peers and administration. Has a very positive attitude toward her students.

*Interest in task, professional attitude

*Caring attitude toward students, planning and organizing for instruction, communicating with parents, ability to assess student progress and use data to meet student needs.

*Her creativity and love for students; her enthusiasm and well organized lessons; her humor and cooperation with parents.

*Good teaching personality, very well organized.

*Intelligent, high moral character, relates well with students.

*Wants to be a professional teacher and works very hard to reach this goal.

*She has a sincere concern for her students.

*Keith shows a lot of empathy toward his students therefore, there is great rapport. Many students in our handicap program benefit from his coaching Special Olympic teams. This demonstrates his dedication to humanity.

*Loves teaching.

*Writes adequate lesson plans. Desire to teach.

*Very strong in communicating with parents and keeping them informed. She cares a great deal about her kindergarten children and is a hard worker.

*Her maturity, her self-confidence.

*Instructional Organization.

*Classroom management, communication

*Organizational skills.

*His maturity, common sense, and relaxed approach with students.

*This young lady has a real "can do" spirit. She will do any job necessary to help the mission of her school. A real hard worker.

*Creative and tries a variety of methods and materials in presenting material. She is eager and willing to share ideas and to use new ones given to her by others.

*Her maturity and open mindedness towards learning her profession.

*Organized and professional.

*Knowing her students and needs.

*Preparation and discipline.

*Enthusiasm for success, good English.

*Untiring energy to complete a task. Ability to refrain from becoming frazzled when plans go awry.

*Check the # of "5's" circled on the checksheet.
I have nominated Mrs. Starling for the Sallie Mae First Year Teacher Award. She taught in our Pre-K program and her room very quickly became the "model" for Pre-K's in the county. People have been in and out all year to watch her class in action.

*Cooperates with administration. Is respected by pupil and parents.

*Enhancing student dignity, self-worth and increasing the students willingness to learn.

*To select/develop and sequence learning activities that are appropriate for 2nd graders and to communicate effectively using verbal and non-verbal skills.

*Organization and rapport with her students.

*She had received good preparation from the university. She is a bright, capable individual.

*Eagerness to do a good job, willingness to work hard and cooperative attitude toward peers & administration. Very positive attitude toward students. Excellent development of materials, centers, manipulatives, etc. to enhance instruction. Very good planner.

*Good rapport with faculty and students. Pleasing personality and flexible with kids.

*Very conscientious and well organized. Dedicated to teaching.

*Excellent knowledge of subject area; ability to develop and use methods and materials to assist Comp. Ed. Math students understand math concepts; a true concern for and understanding of the below average student.

*Genuine caring for students. Classroom management.

*Organized, mature, deals well with parents, creative.

*Dependable, could key in on students' feelings and problems

*Wanda has a major strength, wanting to become the best she can be. She's caring and willing to listen to suggestions and take constructive criticism.

*Excellent questioning techniques.

*Eagerness to accept help and suggestions for professional growth and development.

*Mrs. Smith is a very caring professional who strives to complete all tasks assigned to her. Her major strength is her organizational skill.

*Command of curriculum, classroom management.

*Love and understanding of children.

*Knowledge of curriculum, Good communication with peers and students.

*Maturity, dedication, willing to go extra mile--always, sensitivity to students needs.

*Maturity, consistency, management/organizational skills, ability to "break-down" concepts into learning modules.

*Positive attitude towards teaching.

*Understanding of individual differences in learning styles as well as behavior.

Principals' Ratings of the Major Weaknesses of Beginning Teachers

Question 2: What were the major weaknesses of the candidate?

*Lack of experience in handling multiple ability levels along with severe behavior problems

*Not necessarily a weakness, but special assistance is being provided in the area of management of student conduct.

*Behavior and classroom management

*None--really

*Quiet, but it was interesting to see the students adjust to this

*Worries too much. Needs to move lessons a little more quickly--but that will come.

*Dealing with misconduct.

*Some problems with subject/verb agreement in oral and written communication.

*Preparation for BTP

*Adjusting to some of the disorders. She overcame and has been able to ignore some behaviors.

*Lack of experience.

*Just needs some experience "under her belt."

*Written communication skills.

*Ability to teach to whole class and not just those students who were responsive. Ability to handle behavior interruptions consistently and effectively without losing instructional momentum.

*An exceptional teacher who tends to feel that she is not as competent as she actually is.

*Inadequate planning. A bit too slack in classroom management and expectations.

*None

*Communicating appropriately with her peers.

*Not significant enough to mention.

*Reacted on feeling level with some negative encounters.

*Sensitivity to the needs of students\children

*More confident in herself and her abilities.

*None

*None

*There are no major weaknesses. We believe he will continue to grow in becoming part of the total school program and reach beyond the immediate subject area.

*Only weakness is experience.

*Wanda needs to work harder at classroom discipline, getting control early. This I feel will be fixed as she gets experience.

*Needed more preparation to handle severe behavior disorders in EMH students.

*Mrs. Smith lacks skills in computer literacy. She also lacks the depth of understanding of how to research curriculum materials.

*Too much auditory presentation.

*Organization skills. Knowledge of children's literature.

*Classroom appearance.

*None observed at this time.

*None

*She needs to be more professional when responding to parents.

*Poor classroom management skills. Her own personal problems influence her lack of success in the classroom. Poor disciplinary procedures.

*She needed assistance in arrangement of her classroom for best utilization of space and traffic patterns and identification of special needs children. She knew the child needed assistance but wasn't sure what kind. I don't consider these major weaknesses, just lack of experience.

*None observed.

*None observed.

*Long range planning. Conferencing.

*Like any beginning teacher, at times his confidence lags behind his actual ability. He learns from his mistakes and is not afraid to take a different approach.

*Still needs experience in dealing with a variance of classroom behavior. She is willing to try new methods and is very patient.

*Behavior management was, at first, a concern. It took several months to learn the fine line between being caring and concerned and yet demanding respect and authority.

*Needs to use more body language--smiles, gestures, etc.

*Classroom control. Arrangement of classroom.

*None observed yet.

*Perhaps expecting too much too soon from the students.

*I have observed no major weaknesses.

*NONE

*For all beginning teachers discipline and class management is the most difficult.

*For all beginning teachers discipline and class management is the most difficult.

*The use of manipulative materials for teaching. Learning centers.